

In the Name of Allah
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Research Methodology

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This Research Methodology, a Simplified Course-Book aims at developing the Yemeni students' awareness of writing English bachelor research projects in connection with the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University). The Yemeni students will study some important knowledge for writing English bachelor research projects.

**A Simplified
Course-Book**

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Section 1: Welcome to Research Methodology, a Simplified Course-Book

This simplified course-book of Research Methodology focuses on teaching Research Methodology and writing English bachelor research projects to the 4th-Year-English-Bachelor students, of the year 2015-2016, 2nd Semester 2015-2016, in the Department of English, Zabid-College of Education, Hodeidah University, Yemen. The author and lecturer of this simplified course-book is Dr. Abdullah M. M. Ali Shaghi, an Assistant Professor of Linguistics, Ph.D. in Linguistics, from Aligarh Muslim University (A.M.U.), U.P., India, 2010; M.A. in Linguistics from JNU, New Delhi, India in 2006, and Bachelor in English from Hodeida University (HU) in 1996.

The simplified course-book of Research Methodology aims at developing the Yemeni students' awareness of writing English bachelor research projects in connection with the English Language as a foreign language in Yemen (especially in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University). The Yemeni students will study some important knowledge for Research Methodology and for writing English bachelor research projects.

As a B.Ed. in English Program Learning Objective, we want all fourth Year English students in the B.Ed. in English program to have written at least on well-structured, well-supported, and well-argued bachelor research project in ELT / EFL, English Literary Studies and Linguistics before graduating. Research Methodology, a Simplified Course-Book with its supplementary materials attached to it is determined the appropriate course to focus on that objective.

This simplified course-book is organized as follows: Section 1: Welcome to Research Methodology, A Simplified Course-Book-Book. Section 2: Definitions of Research, Methodology, Research Methodology, Methods, Research Methods, and Scientific Methods. Section 3: Objectives of Research and Motivation in Research Section 4: Types of Educational Research Section 4: Objectives of Research and Motivation in Research. Section 5: Other Types of Research Methods and Other Related Terms. Section 6: Originality of Research and Plagiarism of Research. Section 7: Research Methodology and Major Areas of Bachelor Research Projects. Section 8: The Process of Writing the English Bachelor Research Project. Sources, References and Bibliographies, Appendix 1: Title Page. Appendix 2: Certificate of the Supervisor. Appendix 3: Declaration of Academic Integrity. Appendix 4: Dedication. Appendix 5: Acknowledgement. Appendix 6: Abstract in English and Arabic. Appendix 7: Table of Contents.

Appendix 8: Previous Exam Question Papers. Appendix 9: Bachelor Research Project Assessment. Appendix 10: Supplementary Materials Attached to this Simplified Course-Book.

Simplified Course-Book Requirements

Bachelor research project: % 30
Final Exam: % 70

Examinations

Besides the bachelor research project, there will be a cumulative final examination given during the final examination period.

Participation and Attendance

Participation includes regular attendance, preparation of class materials and readings, and active contribution. Think about what you are learning, and be ready to participate when you come to class. Please ask questions if you do not understand or even if you do. If you are having any problem, or if you just want to discuss specific issues see me after class. Attend class! Attendance is important to understanding the material since we will try to show corrections of writing bachelor research projects in our class discussions. If you are going to miss class for a good reason, it is a good idea to let me know ahead of time if possible.

Acknowledgments

The author of this simplified course-book would like to thank all of those (colleagues and students) who have invest time and effort into this project. This simplified course-book would not have been possible without them.

The production of this simplified course-book was with the following open source program: (archive.org). Students and interested readers can find the author's own uploads in the link: (https://archive.org/details/@dr_abdullah_shaghi).

Section 2: Definitions of Research, Methodology, Research Methodology, Methods, Research Methods, and Scientific Methods

Research

Research in common parlance refers to a search for knowledge. Research is the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

Methodology

1. Methodology is the branch of philosophy that analyzes the principles and procedures of inquiry in a particular discipline.
2. Methodology is the system of methods followed in a particular discipline

Research Methodology

Research methodology may be understood as a science of studying how research is done scientifically.

Methods

Methods are particular procedures for accomplishing or approaching something, especially systematic or established ones.

Research Methods

Research methods may be understood as all those methods / techniques that are used for conduction of research.

Scientific Method

Scientific method is the pursuit of truth as determined by logical considerations.

Section 3: Objectives of Research, Motivation in Research and Key Learnings

Objectives of Research

The purpose of research is to discover answers to questions through the application of scientific procedures. The main aim of research is to find out the truth, which is hidden and has not been discovered yet. The research objectives are:

- To verify and test important facts
- To analyze an event or process or linguistic phenomenon to identify the cause and effect relationship
- To develop new scientific tools, concepts and theories to solve and understand scientific and nonscientific problems
- To find solutions to scientific, nonscientific and linguistic problems

Motivation in Research

The possible motives for doing research may be either one or more of the following:

- To get a research degree (e.g. B.Ed. degree) along with its significant benefits like better employment, promotion, increment in salary, etc.
- To get a research degree (e.g. B.Ed. degree) and then to get a teaching position in a college or university or become a scientist in a research institution.
- To get a knowledge of Research Scholarships and how to write Research Scholarship Proposals.
- To have inquisitiveness / interest to find new things
- To get intellectual joy of doing some creative work.
- To be of service of society.
- To get respectability.

Key Learnings

Bachelor Research Proposal
Bachelor Research Project
APA or MLA Citation Methods and Styles

Section 4: Types of Educational Research

Three commonly used research types or designs are quantitative, qualitative, and mixed research.

Quantitative research follows a deductive research process and involves the collection and analysis of quantitative (i.e., numerical) data to identify statistical relations of variables. Common quantitative research methods include: content (relational) analysis, experiments, observations (scaled ratings, checklists), and surveys (closed-ended, validated scales)

Qualitative research follows an inductive research process and involves the collection and analysis of qualitative (i.e., non-numerical) data to search for patterns, themes, and holistic features. Common qualitative research methods include content (conceptual) analysis, focus groups, observations (narrative, comments), interviews, and surveys (open-ended).

Mixed research combines or mixes quantitative and qualitative research techniques in a single study. Two sub-types of mixed research includes mixed method research—using qualitative and quantitative approaches for different phases of the study—and mixed model research—using quantitative and qualitative approaches within or across phases of the study.

Section 5: Other Types of Research Methods and Other Related Terms

Given below are types of research methods and other related terms that can be done to develop your bachelor research projects:

Practical Research: The practical approach consists of the empirical study of the topic under research and chiefly consists of hands on approach. This involves first hand research in the form of questionnaires, surveys, interviews, observations and discussion groups.

Theoretical Research: A non-empirical approach to research, this usually involves perusal of mostly published works like researching through archives of public libraries, court rooms and published academic journals.

Explanatory research: In an explanatory study, the main emphasis is to clarify why and how there is a relationship between two aspects of a situation or phenomenon.

Exploratory research: This is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of

undertaking a particular research study. When a study is carried out to determine its feasibility, it is also called a feasibility or pilot study.

Descriptive Research: Descriptive research includes surveys and fact-finding enquiries of different kinds. Its major purpose is description of state of affairs, as it exists at present.

Analytical Research: Analytical researchers have to use facts or information already available and analyze these to make a critical development of material.

https://en.wikipedia.org/wiki/Types_of_research_methods_and_disciplines#Types_of_Research/10/03/2016

Primary sources: Sources that provide primary data such as interviews, observations, and questionnaires are called primary sources.

Secondary sources: Sources that provide secondary data are called secondary sources. Sources such as books, journals, previous research studies, records of an agency, client or patient information already collected and routine service delivery records all form secondary sources.

Primary data: Information collected for the specific purpose of a study either by the researcher or by someone else is called primary data.

Secondary data: Sometimes the information required is already available in other sources such as journals, previous reports, censuses and you extract that information for the specific purpose of your study. This type of data which already exists but you extract for the purpose of your study is called secondary data.

Observation is one of the methods for collecting primary data. It is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Though dominantly used in qualitative research, it is also used in quantitative research.

Evaluation is a process that is guided by research principles for reviewing an intervention or programme in order to make informed decisions about its desirability and/or identifying changes to enhance its efficiency and effectiveness.

Questionnaire: A questionnaire is a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers. The only difference between an interview schedule and a questionnaire is that in the former it is the interviewer who asks the questions (and, if necessary, explains them) and records the respondent's replies on an interview schedule, while in the latter replies are recorded by the respondents themselves.

A Bachelor of Education (B.Ed.) is an undergraduate professional degree which prepares students for work as a teacher in schools, though in some countries additional work must be done in order for the student to be fully qualified to teach.

All above are from

https://en.wikipedia.org/wiki/Bachelor_of_Education/10/03/2016

In WordNet English Dictionary through lingoes translator 2, we have the following terms:

Research project: n. research into questions posed by scientific theories and hypotheses; scientific research

Scientific research: n. research into questions posed by scientific theories and hypotheses; research project

Bachelor's degree: n. an academic degree conferred on someone who has successfully completed undergraduate studies

Section 6: Originality of Research and Plagiarism of Research

Originality of Research

The English bachelor research project based on the MLA Style guide or the APA Style guide is primarily a bachelor research project that is not expected to make a significant contribution to knowledge. However, if it is an original or novel work, an appropriate credit for it will be received. Students should aim at an original synthesis based on the interpretation of data. For example, if an English bachelor research project based on the MLA Style guide or the APA Style guide is written in the area of English Literary Studies, literary analysis, English language teaching,

teaching and learning English, linguistic analysis, etc. It is expected that there will be an original sample or data. The emphasis is on the discussion that derives from them.

Plagiarism of Research

One plagiarizes if someone else's work, ideas, words are taken and used without acknowledgement. Plagiarism can be avoided by using correct methods for quoting, paraphrasing, summarizing and referencing. Quoting means using the exact words of the writer/speaker, whereas paraphrasing means restating the words and ideas from a book, an article or a lecture in one's own words. Failure to produce references adequately amounts to plagiarism, whereby the English Bachelor research project based on the MLA style guide or the APA Style guide will be considered invalid.

Section 7: Research Methodology and Major Areas of Bachelor Research Projects

The Objective of this simplified course-book is to pay attention to the most important dimension of Research i.e., Research Methodology. It will enable the undergraduate Yemeni students of English Studies to develop the most appropriate methodology for their Research Studies. The assignment of the simplified course-book is to teach research skills to the beginners and help improve the quality of research by the existing researchers. The design of the simplified course-book structure is illustrated in a way that the learning of Research Methodology can move from a teaching process to investigational process, from memorizing to brainstorming / thinking, from clearing the examination to feedback learning, from knowledge transfer to knowledge creation.

The Research Methodology and the Bachelor Research Project at the Department of English studies and ELT Methodology covers most of the areas and aspects of English. All our projects together aspire to provide a coherent and comprehensive synchronic description of the ELT / EFL, English Literary Studies and Linguistics.

In addition to basic disciplines (teaching methods, preparing teaching materials, testing and evaluation, novel, drama, poetry, practical criticism, phonetics, phonology, morphology and syntax), research interests revolve around the evaluation of handouts or simplified course-books taught in the English department, the linguistic analysis, the contrastive analysis, the comparative study,

and the critical analysis of literary works.). The important principle of our bachelor research project is to apply a contrastive analysis / study of English versus Arabic (or any Yemeni Arabic Dialect) and to nurture the linguistic and literary arms of research and teaching / education of research methodology simultaneously.

A feature, unique in Yemen, of the research carried out at the Department of English in Zabid College of Education is the close link between synchronic description and linguistic analysis and critical analysis of literary works. The fundamental methodological starting point applied by the department in its bachelor research projects is the recent conventions and guidelines for writing bachelor research projects that follow APA or MLA styles. At the same time, the English department in Zabid College of Education continues to respond to the latest major developments in ELT/ EFL, English Literary Studies and Linguistics (English and Arabic) in the world.

The Department's overall orientation is to promote the direct link between the bachelor research projects activities and the teaching of research methodology. The B.Ed. bachelor degree program in English Department includes academic training towards enabling undergraduate 4th year English students to write bachelor research projects in English Language Teaching, English Literary Studies, and Linguistics).

Section 8: The Process of Writing an English Bachelor Research Project

Choosing a Topic

One of the most important steps in the process of writing a bachelor research project for the English studies is choosing an interesting, engaging topic. A lecturer may offer students a range of topics from which to choose or allow students to choose their own areas of focus. If the teacher does provide a list of possible topics, students may respond by feeling either reassured or stifled by the narrowed topic choices. If students find themselves feeling stifled or have a specific interest in another topic not listed, approach their teacher and express their reservations. He or she may very likely allow students to investigate a topic not on the list. If the instructor does not offer a list of topics and students are having difficulty in choosing their own, consider speaking to the teacher for more guidance. Most importantly, take their time and do not feel rushed to choose a specific topic.

Their choice of topic will influence both the effort student invest in their research and the B.Ed. degree to which student enjoy the process.

Choose a topic student find challenging and interesting. Do not shy away from controversial topics. Be aware of how much research is available on their topic of choice. Although it is important to offer readers a new interpretation or perspective of the work under investigation, student need not be deterred if their area of focus is widely discussed. It is useful to learn how to incorporate the insights and ideas of other scholars within their own personal findings.

Before narrowing their focus to a specific entitlement or interpretation, conduct research in order to gain an understanding of what other individuals have said about the topic. Most students find it useful to examine a wide range of sources before deciding on a specific area of focus.

Select a topic you feel equipped to handle. Avoid topics that are:

- (1) Too general- try to be specific about what you seek to investigate,
- (2) Too specialized- remain mindful of the preexisting knowledge you possess, in choosing a very specialized topic you may find yourself not qualified to discuss some of the material,
- (3) Not worth arguing- a research project should always make some sort of central entitlement and the topic should therefore enable you to make a clear, concise title.

Listed below are sample topics suggested by your lecturer and supervisor.

Sample Topics in ELT / EFL

1. Evaluation of Writing 1, a Simplified Course-Book for First Year English Students in Zabid-College of Education
2. Evaluation of Introduction to Language 1, a Simplified Course-Book for Second Year English Students in Zabid-College of Education
3. Evaluation of Phonetics and Phonology of English, a Simplified Course-Book for Third Year English Students in Zabid-College of Education
4. (Choose an area) of ELT / EFL in which You Think Methods, Techniques and Curriculum of Learning or Teaching Need to be Developed
5. How Have Communication Technologies (the Internet, Cellular Phones, etc.) or Social Communications (Facebook, What's-App, Twitter, etc.) Influenced English Language Learning or Teaching

6. What, and How Do First/Second Year Learners of English Listen, Speak, Read, or Write in Zabid-College of Education?
7. The Impact of English on Arabic of Today
8. Evaluation of Reading 1/ Spoken English 1, or Grammar and Usage 1 for First Year English Students in Zabid-College of Education.

Sample topics in English Literary Studies

1. Critical Analysis of the Plot of the Novel or Drama / Play of (Title)
2. Analysis and Discussion of the Development of Life, Death, or Love as a Theme in 18th, 19th, or 20th, Century English Literature in Two Novels by Two Different Writers (Orwell, Burgess, McEwan, Martin Amis, etc.)
3. Analysis and Discussion of the Narrative Techniques or Strategies in a Novel by a Contemporary British / American Author
4. Analysis and Discussion of Dramatizations of Love, Life, or Death in a Drama by any British / American Author
5. Critical / Linguistic Analysis of three Poems or Sonnets by any British / American Author
6. A Comparative Study of the theme of (Courtly) Love, Life, or Death in a Part of a Novel, an Act of a Drama or A Poem in English and Arabic

Sample Topics in Linguistics

1. Phonological Analysis of Short or Long Monophthongs or Consonants in English and Modern Standard Arabic (or any Yemeni Arabic Dialect)
2. Phonological Analysis of Diphthongs in English and Modern Standard Arabic (or any Yemeni Arabic Dialect)
3. Morphological Analysis of (Specific) Nouns, Verbs, Adjectives, or Adverbs in English and Modern Standard Arabic (or any Yemeni Arabic Dialect)
4. Syntactic Analysis of (Specific) Noun Phrases, Verb Phrase, Adjective Phrases, Adverb Phrases in English and Modern Standard Arabic (or any Yemeni Arabic Dialect)
5. Discussion of Distinctions of Falling vs. Rising or Fall-Rise vs. Rise-Fall Intonation
6. The Role of Morphological Patterns of Selected (Acronyms, Reduplication, Compounding, etc.)
7. Nominative-Case, Accusative-Case, or Genitive-Case in Contemporary English and Modern Standard Arabic (or any Yemeni Arabic Dialect)
8. English-Arabic Contrastive Analysis of Any Linguistic Item/Term/Branch

Seeking Supervisor Guidance

Before beginning in-depth research, students will consult their lecturer. He or she may be knowledgeable about the research available on their topics and different academic students may be interested in investigating. In addition, their lecturer may well suggest their topic is too general or specialized and be able to aid student in the process of refining or reworking their topic of choice.

Writing a Tentative Thesis Statement

Once you have selected your topic, you are ready to write a tentative thesis statement. A thesis statement is a single, unifying complete sentence that states your paper's major topic and your point of view toward the topic. The one sentence defines your whole paper. If you have difficulty determining your thesis, ask yourself, "What is the point of my research or writing?" The answer might be your thesis statement. Other questions that may lead to a thesis statement include the following:

- Can I tell the reader anything new or different?
- Do I have a solution to the problem?
- Do I have a new slant and / or new approach to the issue?
- Should I take the less popular view of this matter?
- Do I have a theory about this subject?

For example, the thesis statement in English literary studied may focus on an analysis of one of the elements of novel, drama, poetry as expressed in the work: character, plot, structure, idea, theme, symbol, style, imagery, tone, etc.

Examples:

The character of the Nurse in Romeo and Juliet serves as a foil / frustrate to young Juliet, delights us with her warmth and earthy wittiness, and helps realize the tragic catastrophe / disaster.

The works of euphoric / overjoyed love poets Shakespeare, Rumi Hafiz, use symbols such as a lover's longing and the Tavern of Ruin to illustrate the human soul's desire to connect with God.

Two More Sample Patterns of Thesis Statements in English Literary Studies are as follows:

1. In (title of work), (author) (illustrates, shows) (aspect) (adjective)

Example:

In “As You Like It,” William Shakespeare shows the characters Rosalind and Celia assuming their identities, and presenting themselves to their lovers, and the gender confusion disappears as the god of marriage appears to bring the couples together in matrimony

2. In (title of work), (author) uses (one aspect) to (define, strengthen, illustrate) the (element of work).

Example: In “Youth,” Joseph Conrad uses foreshadowing to strengthen the plot.

Rosalind and Celia assume their identities, and present themselves to their lovers, and the gender confusion disappears, as the god of marriage appears to bring the couples together in matrimony

All above are from http://pure.au.dk/portal-asb-student/files/36292665/BA_s_project_2011_Tina_Alsted_Grejsen_PDF.pdf/7/3/2016

Constructing a Tentative Proposal for the Bachelor Research Project

Your bachelor research project proposal is very important because it is the main basis for deciding whether to admit you as a research student or not. Note that although your proposal is an important first step in your research, you can still make changes after you have begun your bachelor research project, and this is just part of the research process. A possible structure of the proposal is as follows:

Title Page

Identifies topic, writer, College of Education and B.Ed. degree

Table of Contents

Lists sections of proposal and page numbering system

Purpose and Aims of the Study

- States clearly the purpose of the study in terms of the broader context
- Outlines the key research questions WHAT, WHY, and HOW so that the focus is manageable
- Outlines the key research aims related to the purpose and the questions

Background

Provides background information relating to the educational context of the study
Answers the WHAT question
Explain the focus of the research.

Rationale / Need for the Study

Follows from background to persuade the reader that the study is needed and will be useful / interesting that may include reference to a 'gap' in the research literature, to the need to apply certain ideas in a new context, or to the significance of your particular topic
Answers the WHY question

Literature Review / Previous Work

Analyze the relevant theoretical, historical and current literature / previous works.
Note that non-empirical studies require a longer literature review of primary, secondary sources
Use thematic organization or break into sections if necessary
Cite all sources in APA or MLA format and provide a complete bibliography

Methodology / Research Design

Outline and describe the research plans – ways in which it will be conducted.
Include your understandings of the nature of knowledge for choosing the bachelor research project approach.
Indicate the method for research (i.e., theoretical, practical, linguistic, descriptive, analytical qualitative, quantitative, critical or other empirical methods)
Discuss data collection methods

Answers the HOW question

References / Works Cited

List the works that you have referred to thus far and appear to be useful.
Use the APA (or MLA) Style guide or conventions recommended by your supervisor.

Conducting the Bachelor Research Project and Note-Taking

This is perhaps the most important step in the bachelor research project writing process. The bachelor research projects of the students provide them beliefs as writers by revealing their knowledge and understanding of their topics. In addition, it will shape both their understanding and interpretation of the topics.

Listed below are several important tips for conducting research and **note-taking**:

In order to avoid later confusion, begin each section by recording the author's name, book or article title, and page numbers (if relevant).

As you examine each source, record important or unique notions which you may wish to incorporate within your bachelor research project. You should make certain to outline the general arguments of each source by including a descriptive heading after the citation. This will aid you more quickly and easily distinguishing between sources in the future. Additionally, it may be useful to group sources into categories based on topics that are more refined.

In order to diminish the risk of *plagiarizing*, do NOT directly lift phrasing or entire segments of the text from sources without properly indicating that you have done so. If you find it necessary to directly quote an author, clearly indicate what has been copied from the author and record the page number on which this information can be found.

There is a wide range of sources available to researchers, but not all sources are equal. In order to ensure your sources are of a high quality, you should seek sources from respected academic journals and books. It is possible to find valid sources outside of these parameters; however, you should primarily focus on using these resources. See Appendix 10 for supplementary materials and Research References attached and indicated by you lecturer and supervisor.

Constructing a Comprehensive Outline

The primary purpose of an outline is to help the writer reflect on his or her research / interpretation and to create an organized (and tentative) vision of the bachelor research project. An organized, fluid outline is the start of any good bachelor research project. It aids the writer in constructing a project, which logically proceeds from one related point to the next. An outline should consist of five primary headings--the Introduction, Literature Review/ Previous Work, Methodology, Main Part/Body, and Conclusion--as well as a number of subheadings regarding specific categories of discussion.

Organizing the Bachelor Research Projects

The **length** of the bachelor research project is 30 - 40 standard pages. The limits of length include an introduction, chapters, conclusions, and a list of references and appendices, but exclude the initial pages with roman numbers before the introduction-page. One should be careful not to write too much and become irrelevant. The mark may be lowered for producing an exceedingly long bachelor research project.

Given below are possible organizations / Structures of the Bachelor Research Projects (see also, the MLA Style Guide or the APA Style Guide as indicated in appendix 10 that shows the supplementary materials)

Organizing the Bachelor Research Project in ELT / EFL

Conventionally, given below is the Structure of a Bachelor Research Project in ELT / EFL, English Language Teaching / English as a Foreign Language that comprises / includes:

Title Page (see Appendix 1)
Certificate of the Supervisor (see Appendix 2)
Declaration of Academic Integrity (see Appendix 3)
Dedication (see Appendix 4)
Acknowledgement (see Appendix 5)
Abstract in English and Arabic (see Appendix 6)
Table of Contents (see Appendix 7)
Introduction
Literature Review / Previous Work

Methodology Research Design

Main Part / Chapters

Conclusion

References / Work Cited

Appendix

For clarification and explanation of the abovementioned structure see Appendix 10 that shows the related supplementary materials attached.

Structure of a Bachelor Research Project in English Literary Studies

Conventionally, given below is the Structure of a Bachelor Research Project in English Literary Studies that comprises / includes:

Title Page (see Appendix 1)

Certificate of the Supervisor (see Appendix 2)

Declaration of Academic Integrity (see Appendix 3)

Dedication (see Appendix 4)

Acknowledgement (see Appendix 5)

Abstract in English and Arabic (see Appendix 6)

Table of Contents (see Appendix 7)

Introduction

Previous Work

Main Body (Elaboration of Your Arguments)

Conclusion

Works Cited

Appendices

Footnotes / Endnotes

For clarification and explanation of the abovementioned structure see Appendix 10 that shows the related supplementary materials attached.

Structure of a Bachelor Research Project in Linguistics

Conventionally, given below is the Structure of a Bachelor Research Project in (English) Linguistics that comprises / includes:

Title Page (see Appendix 1)

Certificate of the Supervisor (see Appendix 2)

Declaration of Academic Integrity (see Appendix 3)

Dedication (see Appendix 4)

Acknowledgement (see Appendix 5)

Abstract in English and Arabic (see Appendix 6)

Table of Contents (see Appendix 7)

Introduction

Previous Work

Material

Method

Results / Analysis

Conclusion

References

Appendices

Footnotes / Endnotes

For clarification and explanation of the abovementioned structure see Appendix 10 that shows the related supplementary materials attached.

Documenting and Referencing Sources for the Bachelor Research Project

We have two conventions for documenting and referencing sources that we use when writing bachelor research project:

- (1) American Psychological Association (APA)
- (2) Modern Language Association (MLA)

The system for documenting and referencing sources that we use at the department of English Studies is either MLA style or APA style. “MLA style” refers to the conventions agreed upon by the Modern Language Association and documented in the MLA Handbook; it is especially appropriate for studies in literature and the humanities. “APA style” refers to the conventions agreed upon by the American Psychological Association. (See the MLA Style guide or the APA Style guide as indicated in Appendix 10 that shows the supplementary materials attached).

It is advisable for students who are going to proceed with their professional and master studies to write at least one English bachelor research project based on either the MLA Style guide or the APA Style guide in the relevant field of study.

- English Language Teaching (ELT), (EFL) English as a Foreign Language

- English Literary Studies (British, American)
- Linguistics (Phonetics, Phonology, Morphology, Grammar, Syntax, etc.);

Title Page (see Appendix 1)

Certificate of the Supervisor (see Appendix 2)

Declaration of Academic Integrity (see Appendix 3)

Dedication (see Appendix 4)

Acknowledgements (see Appendix 5)

Abstract in English and Arabic (see Appendix 6)

Abstract in English

The Abstract in English must comprise the following information:

- Background of the Research;
- Purpose;
- Research Methods; and
- Results;
- Main Conclusions.

Abstract in Arabic

The abstract in Arabic is a precise translation of the Abstract in English. The title is not written in italics.

Table of Contents

The table of contents is designed automatically. (See Appendix 7).

List of Abbreviations and Acronyms (Optional)

List of Tables (Optional)

List of Figures (Optional)

First Chapter: Introduction

For clarification and explanation of what to do in the introduction, see Appendix 10 that shows the related supplementary materials attached as indicated by your lecturer and supervisor.

Second Chapter: Literature Review / Previous Work

For clarification and explanation of what to do in the Literature Review / Previous Work, see Appendix 10 that shows the related supplementary materials attached as indicated by your lecturer and supervisor.

Third Chapter: Methodology / Research Design or Methods

For clarification and explanation of what to do in the Methodology / Research Design or Methods, see Appendix 10 that shows the related supplementary materials attached as indicated by your lecturer and supervisor.

Fourth Chapter: Main Part / Main Body/ Discussion

For clarification and explanation of what to do in the Main Part / Main Body/ Discussion, see Appendix 10 that shows the related supplementary materials attached as indicated by your lecturer and supervisor.

Fifth Chapter: Conclusions

This section briefly summarizes the main findings of one's bachelor research project, both theoretical and empirical, and may describe practical implications, limitations of the bachelor research project and directions for future investigations.

For clarification and explanation of what to do in the Conclusions, see Appendix 10 that shows the related supplementary materials attached as indicated by your lecturer and supervisor.

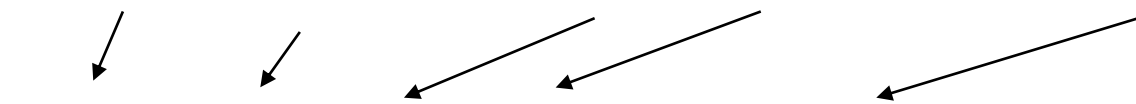
References (in APA Style)

References contain a list of books, scientific journal articles, and other sources that have been used in writing the bachelor research project. Only the sources that have been referred to in the bachelor research project must be listed. When compiling

the list, the entries should be numbered and arranged in alphabetical order. The section below outlines the most common entries for writing items in the references. If any questions are not answered here, one's supervisor should be consulted.

➤ **Book by One author**

Name of author Year of publication Title Place of publication Publisher



Cook, G. (1989) *Discourse*. Oxford: Oxford University Press.

➤ **Book by Several Authors:**

The names should be given in the same order as they are on the title page.

Dowman, J. and Shephard, J. (2002) *Teaching English as a Foreign Language*. London: Hodder and Staughton.

➤ **Chapter or article in an edited collection:**

Coady, J. (1979) A psycholinguistic model of the ESL reader. In R. Mackay, B. Barkman, and R. R. Jordan (eds.), *Teaching Reading Skills*. (pp. 219-223) London: Longman.

➤ **Book with an Editor:**

Celce-Murcia, M. (ed.), (2001) *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle.

➤ **Dictionaries and Encyclopedias:**

Longman Dictionary of English Language and Culture (1992) Essex: Longman.

➤ **MA Thesis:**

Lapiņa, A. (2002) *Teaching Listening*. Unpublished MA thesis. Riga: University of Latvia.

➤ **Ph.D. Thesis**

Shaghi, Abdullah (2010). Revowelling Vs. Affixation In The Plural Formation Assigned To Nouns And Adjectives And Their Agreement In Tihami Yemeni Arabic. Unpublished Ph.D. thesis. Aligarh Muslim University, India.

Paper in a Journal

Shaghi, Abdullah and Imtiaz Hasanain (January-December 2009). Arabic Pausal Forms and Tihami Yemeni Arabic Pausal /u/: History and Structure. In Hasnain S. Imtiaz (edt.) Aligarh Journal of linguistics (Refereed Journal with ISSN: 2249:1511), Department of Linguistics, Aligarh Muslim University (AMU), Aligarh, India. Vol. 1, January- December 2009, pp. 122-139.

(See Appendix 10 for other and more details about APA Referencing / Documentation in Research.)

Works Cited (in MLA)

Gibaldi, Joseph. MLA Handbook for Writers of research projects. 6th ed. New York: MLA, 2003.

Last name, First name. Title of the Book. City of Publication: Publisher, Year.

Last name, First name. "Title of the Article." Name of the Scholarly Journal
Volume. Issue (Date): First page - Last page.

Last name, First name. "Title of the News Article." Title of the News Date,
edition: Section Page number+.

"The Title of the Article." Title of Magazine Date: page number. Name of the
Library Database: Name of the Service. Name of the library with city, state
abbreviation. Date of access <URL>.

(See Appendix 10 for other and more details about MLA Referencing / Documentation in Research.)

Appendices

Only the material that is relevant to one's bachelor research project and has been referred to in the main text should be included. The sources used or modified should be attributed (recognized). The following materials are appropriate for appendices: text corpora, questionnaires, language acquisition materials used or

designed, visual aids, less important tables and figures, intermediary results and calculations and other kinds of illustrative materials. Headings should be used and appendices should be numbered, for example,

Formatting and Presenting of Data in Bachelor Research Projects

Basic Directions for Laying Out the Text (Text Details):

- A4 size white paper, text on one side.
- Word-processed using Times New Roman, size 14.
- Margins – at least 1” around the page (right, top, and bottom); wider left or 1.5. if the page is to be bound.
- Unjustified or ragged right edge.
- 14 pt. for headings, bold, centred.
- 14 pt. for the main text of the bachelor research project and long quotations.
- 12 pt. for the captions of tables and figures.
- 10 pt. for footnotes/endnotes.
- Long quotations, footnotes/endnotes, tables and figures are single-spaced.
- Use spacing of single space for quote, reference, and abstract.
- Indent the first line of the paragraph (six spaces).
- Begin headings at the left margin, with a space of at least one line above and below.
- Capitalize the chapter headings.
- Write each meaningful word in sub–chapter headings with a capital letter.
- Do not put a full stop at the end of a chapter heading.
- Space once after all punctuation (Language and Society, 2008, p. 123)
- Space twice at the end of a sentence.
- Put page numbers in the right bottom corner.
- Assign a number to every page except for the title, abstract and table of contents pages. On these pages, numbers are not shown or roman numbers are shown (ii, iii, iv, v. vi, etc.) but the pages are counted in the pagination.
- Start numbering pages from Introduction-page
- Start each chapter on a new page.
- Each paragraph is indented by 1 cm, except the first.
- Long quotations in text blocks.
- Type direct / long quotations longer than four lines separately, indented, single-spaced, font type 12.
- *Italics* for emphasis, but only a first time the word is used.
- Quotations marks for odd or ironic usages.

➤ **Bold, italics** when required.

Chapters and Subchapters

Each chapter starts on a new page and contains at least two subchapters, if used at all. Subchapters should not start on a new page. Capital letters in bold are used for headings; small letters in bold are used for subheadings. A full stop is not used after the heading or subheading. One empty line is left before and one empty line after each heading.

List of Abbreviations and Acronyms (Optional)

The first time an abbreviation is used, the term should be spelt out in full, with the abbreviation shown in brackets immediately afterwards, e.g. English for Specific Purposes (ESP). Moreover, the term may be shown as an abbreviation. The use of abbreviations should be consistent. The same refers to acronyms.

Tables and Figures

Conventionally, tables are referred to as *Tables*, while anything pictorial (be it a graph or a photograph) is called a *Figure*. These words should be written in *italic* only in captions, but not in the text. Chapter numbers them, i.e. the first figure in chapter two would be Figure 2.1, the first table in chapter two would be Table 2.1, the second table would be Table 2.2 and so on. If the fourth table were inserted in chapter 3.1.1, it would be Table 3.4. The same system refers to Figures. The caption itself should be in bold, for example,

Table 1.1 Transitions in essays

Table Notes:

- Tables to be placed close to where they are mentioned in the text.
- Do not split a table across pages.
- Label table beginning with the table number followed by a description of the contents.
- Each row and column must be given a leading.
- Use abbreviations & symbols (“nos.”, “%”, “@”).

- Use a zero before the decimal point when numbers are less than one. (“0.23” not “.23”).

The captions of tables are written above, whereas the captions of figures are written below the data.

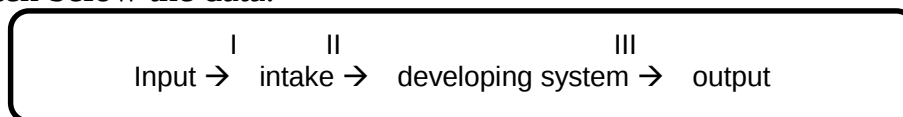


Figure 1.1 A sketch of basic processes in language acquisition. From VanPatten and Cadierno (1993: 226).

In-Text Citations

- No author, (Short title, 2004) or (“Short title”, 2004).
- One author (Smith, 2005) (Smith, 2005, p. 123).
- Two Authors (Smith & Jones, 2004, pp. 123-126).
- Three to five authors (Smith, Jones, and Garci, 2004); next cite: (Smith et al., 2004, p. 123).
- Six authors (Smith et al., 2001, pp. 123-456).
- Corporate Acronym (World Health Organization [WHO], 1999); next cite (WHO, 1999, p. 123).
- Chapter (IJAL, 2001, chap.6).
- In press (Smith, in press).
- Message/E-mail (A.B. Smith, personal communication, July 23, 2008).
- Multiple (Adam, 2003; Chomsky, 2001; Hymes, 2001).
- No date reprint (Hymes, n.d.); (Freud, 1920/2002), that is to say published in 1920 and reprinted in 2002.
- Translation of classics (Aristotle, trans. 1931).

Citing Quotations

“The results were ambiguous” (Lobov, 2001, p. 123).

For the author is cited in the text. For example, Weinreich & Lobov (2000) found “the results were too ambiguous” (p. 123).

- **Longer quotations** (more than three lines in length) are set out separately. They should be single-spaced, and indented from the left hand margin by five characters and written without any quotation marks:

Jordan considers that

the *main features* [italics added] of academic writing are as follows: it is formal in an impersonal [...] style (often using impersonal pronouns and phrases and passive verb forms); cautious language [may, might, would, can, could, seem, appear a. o.] is frequently used in reporting research and making claims (2000: 88).

- **Square brackets** tell the reader that the writer has added his or her own words to the quotation. An ellipsis in square brackets, i.e. [...], is used to show that part of the quotation has been omitted.
- Use **ibid.** (Latin for ‘in the same place’) to avoid repeating the author’s name if the text continuously refer to the same source:

Quotations are the exact words of the author, which should be accurate, with the same punctuation and spelling (ibid.).

Writing and submitting the English Bachelor Research Project

Once student you created a proposal and comprehensive outline and organized your bachelor research project, it is time to begin writing your research project. Begin by writing a **first draft**, taking time away from your work, and then revisiting it a day or two later.

A *first draft* is simply a jumping off point--remain willing to rework their ideas, reorganize the structure / flow, and reassess their claims. Refer to the APA or MLA pages on using sources for guidance on how to use sources effectively. Consider taking this draft to a proofreader to have a second pair of eyes examine it, as it is very common for writers to fail to recognize their own errors. Before submitting, make certain you have completed the Bachelor Research Project Assessment (See Appendix 9): a separate copy of the Bachelor Research Project Assessment will be given to you for assessment.

Any attempt at plagiarizing will disqualify your English bachelor research project and will lead to its non-acceptance.

Sources, References and Bibliographies

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
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<http://www.the-criterion.com/V2/n2/Shahila.pdf>
http://www.ba.osceola.k12.fl.us/docs/MLA_Style_Guide_BA.pdf
<http://www.avc.edu/studentservices/lc/documents/MLAandAPAFacAcad.2012.pdf>

[http://www7.esc.edu/hshapiro/writing_program/students/Handouts/main/Handout_PDFs/MLA%20Handout%20\(J\).pdf](http://www7.esc.edu/hshapiro/writing_program/students/Handouts/main/Handout_PDFs/MLA%20Handout%20(J).pdf)
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<http://www.ens.unibe.ch/content/e6057/e6140/e6389/e10205/ManualforWritersofResearchPapers.pdf>
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Guidelines for Writing a Research Proposal - University of Macau

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University of Macau

<http://www.umac.mo/fss/hist/ResearchProposalGuideline.pdf>

Undergraduate research project proposal guidelines

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University of South Carolina

UNDERGRADUATE RESEARCH PROJECT PROPOSAL GUIDELINES.

Important note about writing a proposal: Proposals are informative and persuasive

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Appendix 1: Title Page



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FACULTY OF EDUCATION - (ZABID)
DEPARTMENT OF ENGLISH
[pt. 16, Centered]

TITLE IN ENGLISH
[pt. 18, Bold, Centered]

Bachelor Research Project
[pt. 16, Centered]

Prepared By:

Name (s), Surname (s)
University Card No.
[pt. 14, Bold, Centered]

Supervised By

Dr. Abdullah Shaghi,
Assistant Professor of Linguistics
and Co-Supervisor: Prof. / Assoc. prof. / Assit. Prof.
[pt. 14, Bold Centered]

This bachelor research project was submitted as a Partial Fulfillment of the
requirements for the B.Ed. in ELT / EFL, English Literary Studies, or (English)
Linguistics

Second Semester

DAY / MONTH / 2016
[pt. 16, Centered]

Appendix 2: Certificate of Supervisor

We hereby certify that this bachelor research project entitled “.....”
was submitted by Mr./Mrs. as a partial
fulfillment of the requirements for the B.Ed. degree in ELT / EFL, English Literary
Studies, or (English) Linguistics has been completed under our supervision.

Supervisor: Dr. Abdullah Shaghi

Co-supervisor:

Appendix 3: Declaration of Academic Integrity

Declaration of Academic Integrity

I / We hereby declare that this bachelor research project is my / our own and does not contain any unacknowledged material from any source.

Date:

Signed:

Appendix 4: Dedication

Dedication

This bachelor research project is dedicated with love and regard to:

My / Our faithful wife / sister / brother / friends / classmates, my / our mother /
father and the soul of my / our father / mother / parents.

Appendix 5: Acknowledgements

Acknowledgements

By finishing this bachelor research project, I / We would like, with my / our deep appreciation, my / our supervisor Dr. Abdullah M. M. Ali Shaghi for his priceless guidance and encouragement during all the stages of this bachelor research project.

I / We would like also to thank all the staff of Department of English, Zabid-College of Education, Hodeidah University for their great help they offered me / us as well as for the precious information they gave me / us.

This bachelor research project would not have been accomplished without the continuous support of my / our wife (s) / classmates / friends to whom my special love and gratitude.

Appendix 6: Abstract in English and Arabic

Abstract in English and Arabic

A Contrastive Study of Attributive Adjectives in English and Arabic

Enas Abdul Razzaq Hobī
Asst. Instructor/Al-Ma'moon University College

Abstract in English

This study is an attempt to point out the similarities and differences of attributive adjective, the most common type of adjectives in English and Arabic. Section one studies the attributive adjective in English; its position, form, semantic features and syntactic function. Section two investigates the attributive adjective in Arabic; its position, form, and syntactic features. Section three makes a comparison to show the similarities and differences of attributive adjectives in English Language and Arabic Language.

Abstract in Arabic

دراسة مقارنة للصفة المنسوبة في اللغة الانكليزية واللغة العربية

م. م إيناس عبد الرزاق هوبي
قسم الترجمة/كلية المأمون الجامعة

هذه الدراسة محاولة لتحديد التشابه والاختلافات في الصفة المنسوبة (، وهو النوع الأكثر شيوعاً من الصفات في اللغة الانكليزية واللغة العربية. القسم الأول: يدرس الصفة المنسوبة في اللغة الانكليزية: موقعها، شكلها، خواصها الدلالية ووظيفتها النحوية. القسم الثاني: يبحث في الصفة المنسوبة في اللغة العربية: موقعها، شكلها وخواصها النحوية. القسم الثالث: يعقد مقارنة لبيان التشابهات والاختلافات في الصفة المنسوبة في اللغة الانكليزية والعربية.

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Appendix 8: Previous Exam Question Papers

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: Wednesday 04/06/2014	In the name of Allah <u>Final Exam (Regulars)</u> 	Level & Course: IV Year English Subject: Research Methodology (RM) Time: 3 hours Total marks: 70 Teacher: Dr. Abdullah Shaghi
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**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT
IN YOUR ANSWER BOOK**

I. TRUE / FALSE (T/F): Read the following statements. Guess if 1-10 below are true(T) or false (F):
(3x5 =15 marks)

1. One of the basic types of research is the Descriptive vs. Analytical Research. T/F
2. All those methods that are used for conduction of research represent the Research Methods. T/F
3. The science of studying how research is done scientifically represents the Research methodology. T/F
4. *It's a Wonderful Life*(1946) Dir. Frank Capra. RKO is a format for film-references in list of works cited. T/F
5. Parenthetical Citation and In-Text-Citation refers to the same thing: documenting in the text. T/F
6. Chomsky (1990a: 3) introduced the term (...) is a format for references in-text-citation. T/F
7. The integral parts of scientific method are constituted in "Experimentation and Survey investigations" T/F
8. The scope of Research Methodology is wider than that of Research Methods. T/F
9. Paraphrasing involves putting a passage from the source material into your own words. T/F
10. The Introduction is one of the conventional structures of research paper/project. T/F

II. Use these 5 terms/phrase: ((i) Summarizing, (ii) Secondary Sources, (iii) Primary Sources, (iv) Citation (v) Paraphrasing) to complete the following statements appropriately.
(2 x 5= 10 marks)

1. _____ involves putting a passage from the source material into your own words.
2. _____ involves using the original sources such as primary texts and works of literature.
3. _____ involves putting the main idea(s) of the secondary source into your own words.
4. _____ involves using the secondary texts that describe, analyze and criticize the primary ones.
5. _____ involves using the in-text-citation and the citation in the list of work cited/references.

III. Define briefly any THREE of the following topics. (3x5 =15 marks)

1. Research	2. Research Problem	3. Research Methods
4. Thesis Statement	5. Parenthetical Citation	6. Introduction
7. Research Methodology	8. Conclusion	9. Literature Review /Previous Works

IV. Write short notes with illustrations on any TWO of the following topics. (2 x 5= 10 marks)

1. Objectives of Research	2. Plagiarism
3. Books vs. Articles in the Works Cited	4. Motivation of Research
5. Necessity of defining a problem	6. Meaning and Nature of Research

V. Write an essay on any ONE of the following topics. (1x20 =20 marks)

1. Summary of your own Research Paper	2. Research Methods vs. Research Methodology
3. Research and Scientific Method	4. Summary of the Course Research Methodology (RM)
5. Types of Research	6. Structure of Research Paper (ELT / Literature / Linguistics)

☺  Good luck!  ☺

Teacher & Examiner: Dr. Abdullah Shaghi, 4thYE, RM, Final Exam (Regulars), 2nd Semester, Wednesday 04 /06/2014

Republic of Yemen
Hodeidah University
Zabid College of Education
Department of English
Date: Thursday 20/06/2013

**In the name of Allah
Final Exam (Regular)**



Level & Course: IV Year English
Subject: Research Methodology (RM)
Time: 3 hours
Total marks: 70
Teacher: Dr. Abdullah Shaghi

**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT
IN YOUR ANSWER BOOK**

**I. TRUE / FALSE (T/F): Read the following statements. Guess if 1-10 below are true (T) or false (F):
(3x5 =15 marks)**

- | | |
|---|-------|
| 1. One of the basic types of research is the Descriptive versus Analytical Research. | T / F |
| 2. All those methods that are used for conduction of research represent Research methodology. | T / F |
| 3. The science of studying how research is done scientifically represents Research Methods. | T / F |
| 4. The relevant literature is what has been previously written about the subject the researcher treat.. | T / F |
| 5. For the researcher, making a survey of the relevant literature is the first thing in doing the research. | T / F |
| 6. Chomsky (1990a: 3) introduced the term (...) is a format for references in the text. | T / F |
| 7. The integral parts of scientific method are constituted in "Experimentation and Survey investigations" | T / F |
| 8. The scope of Research Methods is wider than that of Research Methodology. | T / F |
| 9. The length of the bachelor graduate research paper is expected to be between 4000-5000 words. | T / F |
| 10. The conclusion is one of the conventional structures of research paper/project | T / F |

**II. Use these 5 terms: ((i) *Italicization and upper case*, (ii) *Double quotes or capitals*, (iii) *Double quotations*, (iv) *Longer quotations*, (v) *Italicization*) to complete the following statements appropriately.
(2 x 5= 10 marks)**

- _____ should be intended and set apart from the text.
- _____ should be used when quoting from the literature.
- _____ should be used when citing letters, words or phrases as linguistic examples.
- _____ should be used when introducing technical concepts.
- _____ should be used for the titles of books in the references at the end of the text.

III. Define briefly any three of the following topics. (3x5 =15 marks)

1. Research Problem	2. Research Methods	3. Research
4. Hypothesis	5. Quotations	6. Conclusion
7. Research Methodology	8. Introduction	9. Previous work

IV. Write short notes with illustrations on any two of the following topics. (2 x 5= 10 marks)

1. Objectives of Research	2. Plagiarism
3. Results and analysis	4. Motivation of Research
5. Necessity of defining a problem	6. Sources and how to use them

V. Write an essay on any one of the following topics. (1x20 =20 marks)

1. Summary of your own research paper	2. Research and Scientific Method
3. Types of Research	4. Meaning and Nature of Research
5. Research Methods versus Research Methodology	6. How to organize the research paper?

© M Best wishes & Good luck! M ©

Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, RM, Regular, Thursday 20/06/2013

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: 5/07/2012	In the name of Allah Final Exam (Regular) 	Level & Course: IV Year English Subject: Research Morphology (RM) Time: 3 hours Total marks: 150 Teacher: Dr. Abdullah Shaghi
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**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT
IN YOUR ANSWER BOOK**

I. TRUE / FALSE (T/F): Read the following statements. Guess if 1-10 below are true (T) or false (F):

(10 x 3 = 30 marks)

- | | |
|--|-------|
| 1. Research is an academic activity and should be used in a technical sense. | T / F |
| 2. Research methodology is understood as all those methods that are used for conduction of research. | T / F |
| 3. Research Methods are understood as a science of studying how research is done scientifically. | T / F |
| 4. "To gain familiarity with a phenomenon" is one of the possible motives for doing research. | T / F |
| 5. "Desire to get a research degree" is one of the objectives of research. | T / F |
| 6. "Descriptive vs. Analytical" is one of the basic types of research. | T / F |
| 8. The scope of Research Methods is wider than that of Research Methodology. | T / F |
| 8. "Experimentation and Survey investigations" constitute the integral parts of scientific method | T / F |
| 9. The bachelor research paper is expected to make an original or novel contribution to knowledge. | T / F |
| 10. In spacing as a process of formatting, long quotations, footnotes, tables and figures are single spaced. | T / F |

II. Use these 5 terms: (In text citation, Short quotations, In reference citation, Longer quotations, The title page) to complete the following statements appropriately.

(6x5=30 marks)

- _____ should be incorporated within the text.
- _____ (more than three lines) are set out separately.
- _____ is one of the conventional structures of research paper/project.
- _____, the internet sources are mentioned in order of appearance in the text.
- _____, "Online 1" should be written to refer to an internet source without the author and the title.

III. Define briefly any three of the following topics.

(3 x 10 = 30 marks)

1. Research Problem	2. Research Methods	3. Abstract
4. Hypothesis	5. Quotations	6. Conclusions
7. Research Methodology	8. Theses	9. (Table of) Contents

IV. Write short notes with illustrations on any two of the following topics.

(2 x 15 = 30 marks)

1. Objectives of Research	2. Plagiarism in Research Paper/Project
3. Motivation of Research	4. Introduction in Research Paper/Project
5. Necessity of defining a problem	6. Chapters and Subchapters in Research Paper/Project

V. Write an essay on any one of the following topics.

(1 x 30 = 30 marks)

1. Meaning and Nature of Research	2. Research and Scientific Method
3. Types of Research	4. References
5. Research Methods versus Research Methodology	6. Conventions for writing bachelor research paper

☺  Best wishes & Good luck!  ☺

Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, RM, Regular, 05-07-2012

Republic of Yemen Hodeidah University Zabid College of Education Department of English Date: 27/11/2012	In the name of Allah October Exam 	Level & Course: IV Year English Subject: Research Morphology (RM) Time: 3 hours Total marks: 100 Teacher: Dr. Abdullah Shaghi
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**ANSWER QUESTIONS ((I-V)) AND WRITE ONLY THE NUMBER OF THE QUESTION AND YOUR ANSWER TO IT
IN YOUR ANSWER BOOK**

I. Say whether the following statements are true (T) or false (F): (10 x 2= 20 marks)

- Research increases your knowledge and understanding of the subject. ()
- Research is an academic activity and should be used in a technical sense. ()
- Research Methods are understood as a science of studying how research is done scientifically. ()
- One of the possible motives for doing research is "To gain familiarity with a phenomenon". ()
- The descriptive method is one of the types of research methods. ()
- "Descriptive vs. Analytical" is one of the basic types of research. ()
- The scope of Research Methodology is wider than that of Research Methods. ()
- "Desire to get a research degree" is one of the objectives of research. ()
- In spacing as a process of formatting, long quotations, footnotes, tables and figures are single spaced. ()
- Selecting a suitable topic, conducting research, compiling a working bibliography, taking notes, outlining, and preparing the paper are activities performed by nearly all writers of research paper. ()

II. Use these 5 terms: (In text citation, Short quotations, In reference citation, Longer quotations, The title page) to complete the following statements appropriately. (5 x 4= 20 marks)

- _____ should be incorporated within the text.
- _____ (more than three lines) are set out separately.
- _____ is one of the conventional structures of research paper/project.
- _____, the internet sources are mentioned in order of appearance in the text.
- _____, "Online 1" should be written to refer to an internet source without the author and the title.

III. Define briefly any four of the following topics. (4 x 5 = 20 marks)

1. Primary Research	2. Research Methods	3. Secondary Research
4. Hypothesis	5. Quotations	6. Conclusions
7. Research Methodology	8. Bibliographies	9. Research Problem

IV. Write short notes with illustrations on any two of the following topics. (2 x 10 = 20 marks)

1. Objectives of Research	2. Plagiarism in Research Project
3. Motivation of Research	4. Types of research
5. Research paper as a form of communication	6. Chapters and Subchapters in Research Project

V. Write an essay on any one of the following topics. (1 x 20= = 20 marks)

1. Research Methodology	2. Meaning and Nature of Research
3. Types of research	4. References or Reference works
5. Research Methods vs. Research Methodology	6. Research Methods

©  Best wishes & Good luck!  ©
 Teacher & Examiner: Dr. Abdullah Shaghi, 4th YE, R.M, October Exam, 27/11/2012

Appendix 9: Bachelor Research Project Assessment

Bachelor Research Project Assessment

(Self-Assessment, Proofreader-Assessment and Supervisor-Assessment)

Designed by Dr. Abdullah M. M. Ali Shaghi in May 2013 and updated in May 2014 and 2016, For the VI-Year B.Ed.
English students, Research Methodology course, English Department, Zabid-College of Education, Hodeidah
University, Second Semester, 2015-2016. Total Marks: 30, *Name of Tutor/Supervisor: Dr. Abdullah Shaghi, Assistant
Professor of Linguistics*

Thank you for attending all my classes on Research Methodology, a simplified course-book. Before you turn in your
bachelor research project, ask yourself as self-assessment the following questions, to make sure that you have
completed what you set out to do. The Proofreader-assessment as well as tutor/supervisor-assessment will do the
same. Return this research paper assessment to the training course supervisor at least five working days before the
final examination.

Name(s) of Bachelor Research Project-Writer(s):

.....

University Card(s) No.:

Title of Bachelor Research Project:

Name of Proofreader:

Circle the level of assessment (Low = L, Mid-Low = M-L, Mid-High = M-H and High = H) of the ability in
completing the writing of the Bachelor Research Project properly:

No.	Statements of Assessments	Levels of Assessments											
		Self-assessment				Proofreader-Assessment				Tutor-Assessment			
		L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
1	The Completion of the research is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
2	The Research topic defined is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
3	The Evidence to back up thesis statement is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
4	The introduction developed is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
5	The Introduction established the subtopics covered in the paper is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
6	Referring to previous work(s) is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
7	Restating the thesis statement in conclusion is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
8	The evidence of the research shown in the paper is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
9	The logical & methodological order in the paper is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
10	Researcher's own words used are	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
11	Other writer's words in quotation marks are	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
12	The correct numbers used are	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
13	The correct spellings used are	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
14	The correct punctuations used are	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
15	The proofreading for grammatical errors done is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
16	Maintaining one verb tense is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
17	The explanation or definition or emphasis or abbreviation of unfamiliar terms/concepts is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
18	The neatness of the paper is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H
19	The paper conformation to specifications for MLA/APA, margins, fonts, pages, length, etc., is	L	M-L	M-H	H	L	M-L	M-H	H	L	M-L	M-H	H

Appendix 10: Supplementary Materials Attached to this Simplified Course-Book

The purpose of the Supplementary Materials attached to this Simplified Course-Book is to provide an anthology / collection of research (materials, style sheets, MLA and APA style guides, papers, sources, research references, etc.) for the students about the development of a research paper and guidelines in research methodology. The references of such supplementary materials are given with the sources, references and bibliographies pages above. The supplementary materials include:

Style Sheetpage 49

Guidelines for Writing the Bachelor's Thesis page73

The Structure of Research in English Literary Studies page77

The Structure of Research in Linguistics page79

The Structure of Research in ELT/EFL page81

Useful Phrases page.....84

MLA Style Guide page.....92

APA Style Guide page..... 124

Some Research Materials in Linguistics page.....147

Some Research Materials in English Literary Studies page167

Some Research Materials in ELT/ EFL page.....200